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ABSTRACT

A framework for approaching an issue-oriented American history course through the small group technique (grouping of 5 to 7 students) is provided in this paper. Student grouping in a cooperative style enhances affective and cognitive development and, further, allows for evaluation of each member's and group's contributions. Provided are rationale; educational objectives; suggestions for small group implementation, including information on the methods of cooperative grouping and evaluation; twenty most often asked questions about the cooperative group process with an answer to each question; training for roles in the cooperative group with responsibilities enumerated for the key roles of moderator, evaluator, assistant moderator, and teacher; and instructions for small group teams. Also included are forms to be used in small group evaluation along with a practice session rating sheet, student rating sheet for a tournament, and a guide sheet for rating. (SJM)

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AN ORGANIZATIONAL PATTERN FOR SMALL GROUPS IN AN AMERICAN HISTORY COURSE

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SP 005 382

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Rationale

The process of learning can be most effectively created and assessed by the teacher when he places himself in an indirect role. There are far-reaching implications for this method which can best be affected with the use of the small group technique. Working with 5 to 7 member student groups is meant to be a supporting activity to other methodologies of teaching and learning. In using groups, the teacher can release himself from the role of "information bank" and challenge his students to create their own "banks."

In addition, the use of cooperative grouping encourages the student to become involved with his peers. Because man's role in society is rapidly changing, one can no longer work independently of others. Business, for example, is forcing employees into communicative groups for technical planning and decision making. It is the role of present day education to complement this need.

Finally, the small group provides the setting for observation of the higher order of thinking organized by Benjamin S. Bloom. The processes of analysis, synthesis and evaluation are facilitated, in fact almost required, by small groups. The small group mode not only attains these objectives of cognitive learning, but also in the affective domain has social, communicative and leadership implications. Higher order behaviors are the most difficult to acquire, but when utilized in a cooperative group style, these learning objectives can be clearly observed.

Objectives

The use of small groups has the potential of developing a wide range of student skills. As noted in this section, small group involvement may effect

higher level cognitive responses (Objective 1), verbal and interpersonal skills (Objectives 2 and 3), as well as group skills (Objective 4).

1. Given:

    a. an issue of an inquiry nature.

    b. techniques of analysis, synthesis and evaluation, and

    c. a small group setting.

    students will:

    a. select applicable techniques.

    b. use the selected techniques to orally discuss the issue, and

    c. self-evaluate individual participation within the group.

2. Given:

    a. an evaluation form concerning group behavior and outcomes, and

    b. a small group setting.

    students will:

    a. communicate verbally with their peers.

    b. increase communication skills of an individual and group nature.

    c. assess climate, attitudes and contributions of each member, and

    d. demonstrate observable listening and verbal skills.

3. Given:

    a. specifically stated issues of an interpretive nature, and

    b. a small group setting.

    students will:

    a. through interaction, demonstrate social acclimation with members of the opposite sex, race, and different social background, and

    b. be able to differentiate between personal worth and social prejudices.

4. Given:

    a. leadership roles and their descriptions as used in a small group setting.

students will:

a. evaluate the makeup of personalities within the group, and

b. select and assign appropriate leadership roles to group members.

Small-Group Implementation

Introduction of Small Groups

Recognizing that there are a multitude of ways to organize interaction among students in small groups, the following pattern emerged through experimentation in an American history team using the inquiry approach in the study of history.

In the early weeks of the class, grouping occurs at the sole direction of the teacher. This is the period of "learning how" to interact and of emerging leadership. By introducing the speciality of the historian's method of inquiry, practice in this method takes place in the small group.

A class is organized into groups of 5 to 7 students. The teacher makes those first group selections based on sex, race and leadership qualities, striving towards maximal intra-group heterogeneity. During these early sessions, the teacher encourages certain students to serve as group leaders. Others are asked to volunteer for this role each day. During the two weeks devoted to teaching the inquiry skills, students are getting acquainted and becoming more relaxed. Observations are made by the teachers as to how students analyze, synthesize and evaluate. At the end of each session, students are given an evaluation form through which they, as a group, view total group reaction.

This type of grouping is only necessary during the first six weeks of a new semester. Once students have had experiences in writing and discussing, and have acquired specified skills in forming analyses, they

are then ready to move to a more sophisticated grouping, which could be labeled Cooperative Grouping.

Cooperative Grouping

Cooperative Grouping is organized through the following steps. Roles are first indentified and explained by the teacher to the class. Also elaborated by the teacher is the mode of evaluation of both individual and group work.

Moderator

The role of moderator is voluntary. The moderators or chairmen of groups are chosen in the process of evolving leadership by the students themselves. These chairmen meet with the directing teacher who gives lessons in group strategy.

The moderators are given an opportunity to move about the class, selecting or signing up group members. (Surprisingly enough, in practice they seldom select close friends or discriminate by race.) Selection appears to be competitive since a group rating is assigned as well as a rating for chairman leadership.

Another interesting aspect of this group style is that chairmen have the right to "trade off" students. If a particular student is not performing well and another chairman has the same problem, during the chairmen meetings, a trade could occur. The purpose would be to encourage these students to perform in a different setting.

If a moderator is weak, the group points this out to him. If he fails to improve, the group has the right to request a new leader. If no one volunteers from the complaining group, requests are made to other groups. Usually the problem is solved by a new chairman emerging to lead the defective group.

If no new moderator emerges the group will have to take on the responsibility of performing without one, by taking turns at large group reporting. (Because the requisite potential for group leadership is fairly widespread, a replacement typically emerges from within the group). The teacher would be a frequent visitor to the group until the time for re-organization of all groups, which occurs at the end of each six weeks.

Evaluator

The role of evaluator requires not only recording the major generalizations, but also clarifying when students become redunbant or misquote.

Antagonists and Protagonists

The remaining group members are divided into the "protagonists" and "antagonists." Since the topics under discussion are highly controversial, those roles fit easily into the group structure. The protagonist would take the position which the first document proclaims to be true. The antagonist, acting as an adversary, rejects this position and argues against the document.

Evaluation

At the end of each session the last 10 to 15 minutes of the period are devoted to moderator reports of their group's findings, stated in the form of hypotheses and supportive evidence.

Each Friday, time is allotted for total group evaluation. (cf. Appendix A). An evaluation which reveals each member's contribution and the total group product is used at this time.

The question might arise as to whether students willingly accept their group evaluations. Each student has the right to challenge his grade.

If not satisfied, he can ask for a special meeting arranged with the total group and teacher in private. Re-evaluation can take place. (Usually students accept readily the criticism leveled toward them by fellow students and try for improvement during the next sessions.)

Should a group evaluate itself too highly, the teacher reserves the right to call that group into a private session and ask for re-evaluation. If the group persists in its high self-evaluation, the teacher may request a special performance before the main body of students, to prove its point and be judged by the total group. (It is surprising how truthful a group is with itself once this occurs.)

Teacher's Role

The teacher's role is that of "roving consultant" and observer. The teacher usually accepts the grade or rating which has been determined by each group; however, he does give each chairman an individual grade. Those ratings are used to determine a daily grade of individual student performance, averaged equally with test grades.

Conclusions

The small group technique is an effective way to approach the issue-inquiry oriented course, with the teacher being a critical factor in its success. The teacher plays his role effectively when he is totally involved in the group process. He must develop listening and observation techniques. Necessary also, and perhaps most important, he must display the ability to respond with sympathy and objectivity to contrary points of view and with sensitivity to student comments.

Small grouping finds its major relevance with the students. In today's world where students demand to be heard, this technique gives students a chance to develop important verbal skills. Such skills, in turn, allow them to communicate amongst themselves and with the teacher about problems which vitally concern them.

The only way to see the rewards of competitive grouping is to try it, The steps are simple:

(1) Inform yourself and the students of the techniques and styles of grouping.

(2) Create confidence by experimentation.

(3) Be sure to use total group and teacher evaluation.

(4) Think positively with students and be as relaxed as possible. "All Hell is not going to break loose!"

TWENTY MOST OFTEN ASKED QUESTIONS ABOUT THE COOPERATIVE GROUP PROCESS

1. What is the basic rationale behind the Cooperative Group method in the classroom?

   Basically, in any social studies class the primary goal of the small-group is to "teach students to care about other students", and learn more about themselves as to their values and goals. It is recognized that the group process has been used by psychiatrists, psychologists, sociologists and in industrial-management, and used properly, it can prove even more effective as a direct learning application in the classroom. The Cooperative Group method forces students to interact with their peers, get involved in their own learning, self-evaluate, refine inquiry skills at the higher order of learning, and reduce the chance of failure. As to whether students learn more "facts" - the point is still debatable. It may be said that they learn as much and accomplish it less painfully. However, the communication skills acquired far outweigh the ability to regurgitate facts. The group process forces students to <u>use</u> facts for analysis. The teacher plays a new role also. Not only does the teacher relinquish his role as the center of attention, he becomes an associate in the learning process and this means more rather than less involvement with students.

2. What should be the size of these groups?

   They should be small enough for the individual not to be lost in a crowd, large enough for participation and self-evaluation. Depending on the tasks and style, usually the groups function best with no less than 5 and no more than 7.

3. How do you determine membership?

   A great danger in determining the composite of groups is doing it at "random". Any group structure should be based on sex, race and achievement levels. However, there is more to it than this. Students usually come into a class with preconceived ideas on how it "should be run". Social studies, for instance, should have lectures, notetaking, a test every Friday and few gab-sessions. Confronting students with the idea that a class consists of "total involvement" on their part can really get them up-tight. Some ground-work has to be laid.

4. How do you go about setting up this grouping process?

   The first step would be to try to determine the leaders. Set up sociograms. Let each student write his name and then write in order the names of three other individuals with whom he prefers to work. By plotting these choices on a seating chart, one is able immediately to spot social leaders in the classroom. Some will list themselves three times, or not list anyone, stating they do not work well with anybody. Formulate the groups by placing in one leader, one or more isolate or potential isolate, and two "average individuals." Try to place with each student someone from the list of choices he wrote down. After about three weeks of using these groups, other things have taken place which will prepare the class for a more structured group style, such as, the Cooperative Grouping.

5. What are those "other things" which helps the students adjust to the Grouping Method?

The psychological factor of grouping should be taken into consideration at the very beginning of school. For instance, the first day will set a tone. The room should reflect an atmosphere contrary to "traditional" settings. Bulletin boards should indicate group styles and objectives. The desks (or tables) should be arranged in a "grouping". The teacher should not use a podium or sit at a desk. She should be in the center of the classroom as much as possible. It is helpbul to post a big attractively printed sign which reads, "The Samll Group: Teaching People to care about other People!!"

6. The sociograms and the class structuring gets through the first three days. What next?

To further convey the feeling that "students must get involved", develop overheads, slides, and show a film. ("Small Group Strategies" published by IDA, Indialantic, Florida, or "The Marvelous Mousetrap" which not only teaches the concept of capitalism, but the meaning of working together as a Team in order to produce the best product.)
Give them a value handout concerned with "The Non-participant in a Democratic Society." Value handouts are great during this time, because it gives students a chance to speak out about their opinions. Give them hypothetical situations which will cause them to enjoy getting involved. The objective of grouping becomes obvious.

7. What about the subject matter? When does it become a part of the class activities?

Actually, the material <u>is</u> being taught. But for the grouping process to be effective, certain skills need introduction right away. A unit on the inquiry approach is imperative. <u>A New History of The United States: Inquiry Approach</u> has a chapter at the beginning concerned with the inquiry method. If this one is not available, write your own, giving credit where due, of course!! Use historical situations to put across the inquiry skills - such skills as determining the difference between values, facts and opinions. These will later be re-enforced through the small group process. Usually, after the first three weeks of creating the "right atmosphere", it will be time for organization of a more structured process, like Cooperative Grouping.

8. What are the steps for organizing groups and how would the Cooperative Groups differ?

The following steps are important for the success of any small group structure. (h & i are additional steps characteristic of C. Group.)

a. The normal size of the discussion group should be from 5 to 7 students.
b. The teacher should make certain that the chairman understands his role.
c. An attractive room envirenment, proper furniture, and good acoustics aid greatly in the production of better discussions.
d. The time of the discussions should be carefully planned so that the group will adjourn when interest starts to drop off.

e. Participants should be provided with basic fact sheets (materials) if the issues will be better discussed with such information available.
f. The teacher should plan issues that will stimulate thinking and help the student realize that many right answers with a variety of viewpoints exist. (Basic training for inquiry should be observed.)
g. Students should formulate, or be provided with, clearly defined objectives for each small group-session.
h. A sharing of each group's interpretation and evaluation of an issue should take place through a large group seminar for re-inforcement and clarification.

9. What other things do you do in setting up the Cooperative Groups?

(All of the above criteria are used in the Cooperative Group Structure. The C. Group goes further in preparing students to fit into a group atmosphere and forces students to become involved in their own learning. It is meant as a method for preparing students for small group styles. It is an organizational method.) Continued preparation could go somewhat like this:

By the third week of school more structured groups can be organized. Chairmen may be asked to volunteer or the class might have an election of a chairman. Usually, for the Cooperative Grouping, volunteers are preferred, since extra credit is awarded to all chairmen. These first chairmen serve for only three weeks. Chairmen and groups should change at least every six week period.

A large group session should be conducted by the teacher to prepare them for the different roles they will be asked to portray. They must thoroughly understand what it means to be a group chairman. This is the key position in Cooperate Grouping, because a great deal of responsibility goes with it. After chairmen are selected, a "Moderator Training Session" should take place among the chairmen and the teacher only.

10. What goes on in one of these "sessions"?

The teacher sits down with the chairmen and checks off the role of each group. A balance group is achieved as follows: (a) Each chairman chooses an assistant chairman. (They usually choose a strong co-chairman with a high achievement level.) (b) After all assistants are chosen, each chairman chooses an evaluator. The achievement level has most likely been met by the three above choices. The remaining choices are made according to sex and race. Once the groups are formed the chairmen announce to the class their group assignment.

11. Do you do anything else with these chairmen?

A meeting of chairmen should occur with the teacher each Monday or once per week. The primary purposes of this meeting would be (a) to discuss group styles for new material (b) problem students (c) leadership processes (d) evaluation of material (e) self-evaluation within the group. Also, when new material is being used or a new assignment introduced the chairmen should have these before the rest of the class in order to be well prepared for a group session.

12. There is traditionally only one teacher per class. What happens to the rest of the class during your meeting of chairmen?

Here are some possible solutions to the problem:

a. The ideal would be to have a team teaching situation.
b. But without the "ideal" try using the library the day of group organization or group meeting. Perhaps a conference room can be used for this purpose. The remainder of the class can be working on assignments or projects for the few minutes you have with chairmen.
c. Another excellent possibility is to utilize a student assistant who is in your class as a "teacher aid". This assistant might have had your course some previous year, who is efficient, commands respect and, of course, receives credit as an elective course. Having a student aid does not cost your school board anything and is an excellent training ground for prospective teachers! If an innovative teacher makes a request of her principal for such an aid, he should be able to justify the assignment to other teachers. It might just encourage innovation among colleagues. (A student aid might be needed for each period. Share this aid with another teacher).

13. How can a teacher be sure the rest of the class is working while she is involved with her chairmen?

The whole idea of Cooperative Grouping is that students are forced to become involved. Students have to be preparing for the first group session. If not, they will be placed on the spot in the self-evaluation and by the evaluator of the group. The chairman will be concerned about a non-participant. Averages are made. A chairman will be concerned that his group did not perform as well as others. When teacher observations are posted, a group will feel the pressure.

14. What are some of these methods of evaluation?

(See Appendix)

15. How many group organizations could be made in a year?

Usually, a group should only stay together for a six-week period. The process begins over again. As the inquiry skills are mastered, more sophisticated material may be used and variety of group styles. After the "confusion" of the original organization, the process runs smoothly and students adapt readily to changes.

16. What are some of these group styles mentioned?

There is a technical manual available from IDEA, "Learning In The Small Group" located at Indialantic, Florida. IDEA also has a film for a nominal rental fee which accompanies this manual.

Another style is one with which I am now involved in a research project with the Center for Social Organization of Schools at The Johns Hopkins University. It is a highly competitive game-type structure centered around the idea that students can force performance from other students by creating teams and a competitive tournament. The rationale is interesting and the results thus far do accomplish the intentions. However, unless a teacher has had some experience

with basic grouping processes, I wouldn't recommend starting out with the tournament grouping style. Elements of the tournament grouping can be incorporated into the Co operative grouping structure very easily and effectively. Copies of this tournament grouping should be available sometime in the spring with statistical results and evaluations.

17. What about evaluation? One of the criticisms of the small group is "how do you evaluate what's going on?"

Most of the manuals shy away from evaluation. I put much emphasis upon it. Evaluation is one of the main forces for student involvement. Chairman evaluation, self-evaluation, peer pressure evaluation, teacher evaluation, testing evaluation, and competitive group style evaluation all are involved. After all these are employed, a teacher can pretty well give an objective evaluation of a student's performance in her class!

18. How do you develop or measure these evaluations as to assignment of grades? (See Appendix)

"Small Group Self-Evaluation Form" is a standard form for any group style. Other forms depend upon group objective. As to measuring: 1/3 of each student's 6 week grade depends upon his response to group activities. Self-evaluation, peer evaluation and teacher evaluation all play a part in determining this 1/3 grade assignment. Forms are used for record keeping purposes as well as determining objectives and degree of performance by teams and individuals.

19. But doesn't all this grouping get "out of hand." How does the teacher keep control?

If a teacher is well organized, knows her material, understands the group process, presents the process correctly, demands attention and respect, is serious about evaluation of the process, re-enforces, makes objectives clear, gives students a feeling of accomplishment, doesn't have a nervous breakdown, all should progress well.

Really, "all hell isn't going to break loose!"

20. What weaknesses do you find in using this Cooperative Grouping as the primary method?

First, I do use other methods, however, little or no lecture is utilized. The more a teacher talks, the less he is heard, consequently I use my voice only to introduce, to clarify, to have more personal contact with groups and individual students. I like dealing with small groups and individuals. A sea of faces is inscrutable and often failure results for a student because the teacher saw too late that he was not being reached. The cooperative group process does not guarantee complete success with all students. I would venture to say from experience, that it cuts failures to a minimum. For instance in a class of 150 students, 18 failed. In a team situation, using the Cooperative Grouping process with 280 students, only 12 failed last year. These twelve were hard-core problems that we felt, after our counseling and help from the counseling department and parental contact, deserved failure. On the other hand, we had students fail the first semester and pass the second semester due to grouping and our opportunity for intensive counseling.

Don't expect all students to like the grouping structure. Some love it; others tolerate it; some feel resentful; a few transfer to a traditional setting, but no matter what, they are INVOLVED! Isn' that what It's all about in a social

TRAINING FOR ROLES IN THE COOPERATIVE GROUP

Before beginning the Cooperative Group role training sessions:

-develop clear and explicit instructional objectives
-perceive the nature of the subject matter, understanding and skills to be encouraged
-learn how to structure questions and task assigned to groups so that they aim in the desired direction.
-expect outcomes which are of a valuable learning nature not originally a part objectives
-have training sessions with students about the various roles that individuals may play within the cooperative group situation.

. . . . . .

ROLES: Key roles in the Cooperative Groups are moderator, evaluator, assistant moderator and recorder. Other members respond to assigned roles according to the activity objectives.

Certain behaviors are expected from each of these roles.

MODERATOR: The moderator is responsible for total group behavior in the following areas:

-He is knowledgeable of all material to be used during a given group session and display skills of leadership by:

a. keeping group members on the issue
b. getting ALL members involved in the discussion
c. letting no one member dominate the discussion
d. creating a TEAM spirit
e. reporting out the group's learning objectives in Moderator Seminar Sessions, using not only the Recorder's notes, but his own assessment of the group's response to the issue
f. making sure proper group evaluation takes place at the end of each session, using the evaluator's observations, each member's observation, his own observations and acknowledging the right of each member to evaluate him as moderator and themselves as participants

-The moderator selects his assistant and the evaluator during "Moderator Training Session" while new groups are being formed. He can also assign other necessary roles, depending upon task to be performed.
-Because of the extra responsibilities in relation to learning and behaviorial objectives assigned to the Moderator, he receives an extra credit grade.

EVALUATOR: The evaluator is selected by the moderator during organizational sessions. His selection is based on skills in critical analysis of material and his ability to observe and record responses by individuals in a group setting.

-The evaluator has the right to:

a. remind the moderator that certain students are getting off the subject, discussing in too general terms, reflecting mind-sets, becoming too emotionally envolved, presenting incorrect data, etc. (He only reminds if the moderator fails to respond in these areas. He always records these observations.)
b. also, points out positive response made by individual group members during the evaluation session.

The evaluator never appears to usurp the moderator's position, but rather keeps a record of individual group member's performance, so that during Evaluation Sessions, a clear determination of individual behavior can be assessed.
The evaluator should never give up his role as a discussant in the group. (He is up for evaluation by fellow group members, also!)

THE ASSISTANT MODERATOR: The assistant moderator is chosen by the moderator during moderator training sessions and formation of new groups. The primary responsibility of the assistant moderator is to take over when the moderator is absent. (The moderator should have the telephone number of key members in order to inform them when he is to be absent.)

The assistant moderator can also act as RECORDER. This responsibility includes writing down major points emphasized by the group, differences of interpretation of the issues, how the group arrived at compromise. The recorder looks at the task objectives which centers around the material. (in contrast, the evaluator is looking at behaviorial performance by each member in how they arrive at meeting the task.)

The moderator may ask other members to serve as recorder during a given session. The recorder is always a discussant, even though he may be at times in the process of writing down responses. (The moderator uses these notes in making his seminar presentation.) During the evaluation process, the recorder will be evaluated not only on his responses to the issue, but as to his role as recorder.

The Teacher's Role: The teacher evaluates each troup as a TEAM as well as individual performance. The teacher looks for the following criteria during any group session:

-How the Group self-evaluate. (She collects the Self-Evaluation Forms, usually after about four sessions.)
-How the members reflect assigned roles.
-Subjective observations during sessions.
-Treatment of objectives by each group.
-Outcomes in areas of group's ability to analyze, synthesize and evaluate the issues.
-How well the moderator handles the report out in large group seminar. reflecting a group effort.

Ratings are posted as to how each Team achieved these objectives. Competition occurs as Teams see themselves in relation to other teams' performance. How well a moderator sets up his team's role, his own leadership qualities and the mastery of teacher assigned objectives can determine placement of a team during a given session.

INDIVIDAUL RATINGS FOR GROUP PERFORMANCE: Depending upon the role played by each student, evaluation by peers in the group, self-evaluation and teacher evaluation the determination of an individual's rating occurs. Average these ratings with theTeam performance, then 1/3 of an individual's grade for a given six weeks is assigned. Other factors which determine a student's grade include testing, observations by the teacher of that student's use of independent study time, response during class discussions, project work, and written work.

In order to have success with the cooperative group process, it should be the central method used to achieve behaviorial and subject objectives. If there is not a continual practice in these roles, students will not feel the necessary pressure to perform in a group setting. Usually, groups should meet for specific task at least three times per week. This does not mean the entire period (55 minutes, normally,) should be devoted to being in groups. Most group task only require 25 minutes, sometines, less. However, moderator seminar sessions are important for not only reflection of a team's efforts, but re-enforcement of objectives. If there is not time for evaluation at the end of every session, remind the evaluator to keep his

TRAINING SESSION: "The Small Group Leader"

Responsibilities of the Moderator:

1. The Moderator volunteers to serve in the major leadership role in the small group process. He is held responsible for the positive performance of his group.

2. The Moderator is competing with other groups in effective performance. This includes:
   a. Preparedness
   b. effective analysis and synthesis of issues
   c. evaluation of the group's overall performance
   d. display of qualities of leadership
   e. teacher observations

3. The Moderator achieves group cooperation:
   a. explains group roles and is knowledgeable about group styles
   b. does not dominate discussions but makes sure every member has an opportunity to express ideas
   c. keeps discussion moving or active, on the subject; no bogging down or individual distractions
   d. makes sure all members are participants
   e. leads in self-evaluation of the groups members and the group's evaluation of himself.**
      Self-evaluation is a daily effort. It might be well to keep a record of each day's performances. (The Group evaluator could help keep this record.) This will aid in evaluations made at the end of each unit or week. (as assigned)
   f. The moderator not only aids in evaluation of his group members but gives the group members the opportunity to evaluate him.

4. The moderator receives all lessons and assignments ahead of group activities. He is responsible for more in-depth research and preparedness to insure his group's quality performance.

5. The Moderator reports findings or decisions of his group in Large Group Seminars. (He may at times designate the Recorder-Evaluator this job.)

6. The Assistant Moderator should always be prepared to take over if the Moderator is absent. The Moderator should have the phone number of the Assistant Moderator and Recorder handy in order to let them know of this responsibility and give any other helpful information to insure group success.
   **If both the Moderator and Assistant are absent on the same day, the Recorder-Evaluator will take over this responsibility.

7. Meetings between Group Moderators will be held when necessary, perhaps once per week. The purpose of these meetings will be to determine:
   a. group success in solving problems
   b. make exchanges of students where individual performances are not visible
   c. degree of group competition
   d. discuss evaluations with teachers

**8. If a group Moderator performs to the best of his ability and meets many of the responsibilities mentioned, he is assured of an Excellent (A) rating on his daily grade for the six week period.

GROUP LETTER____
PERIOD ____

SMALL GROUP EVALUATION FORM

MODERATOR:_____

ASSISTANT MODERATOR:_____

EVALUATOR:_____

The MODERATOR is responsible for keeping a daily observation record of each group member's performance. At the end of each week the group evaluates based on the Moderator's observations, fellow members' observations and self-evaluation. The group also has the right to evaluate the Moderator's leadership.

Individual ratings will be assigned as well as over-all group ratings. Usually evaluations are completed every two weeks. (Moderators will serve for a six week period.) Your teachers also give ratings made from observations of group sessions and large group seminars.

GUIDE TO RATING:

Rating No. 5: Outstanding leadership, knowledgeable about the issue, involved, listens and is enthusiastic, excellent performance in assigned role.

Rating No. 4: Above average involvement, listens, not completely informed about the issue, identified well with assigned role.

Rating No. 3: Participates only occasionally, role confused, listens with a mind set, somewhat informed.

Rating No. 2: Fails to participate, often distracts, mind set, not totally involved, displays lack of interest, doesn't do make-up, absent alot

Rating No. 1: Absent a great deal, no participation, doesn't makeup missed work, asleep!

GROUP MEMBERS List full name.	DAILY RATINGS (Moderator's Record)	WEEKLY RATING (Group)

TOTAL: GROUP RATING

WHEN COMPLETING EVALUATIONS, ASK THESE QUESTIONS:

1. Did I understand and attempt to achieve the requested objectives about the issue?
2. Did I get involved in the discussion without displaying a mind set attitude?
3. Was I well informed about the issue? Did I listen to other group members?
4. Is there still room for improvement in my performance as a group member?***

***If the answer is yes to this last question, do not rate yourself a "5".

COMMENTS: (Suggestions?)

SMALL GROUP TEAMS

1. TEAMS will be made up of 6 to 7 students.

2. LEADERS or Chairmen will be usually chosen by the teacher.

3. LEADER ROLES: Leaders
   a. Will rotate each three weeks.
   b. are primarily concerned with keeping contact between the teacher and his team.
   c. collect performance sheets from team members at the end of every tournament.
   d. call team members to order during practice sessions and make sure each member is involved in the discussion. However, it is not his primary concern that each member knows all the answers; this is the total team's responsibility.
   e. receives Extra Credit!

4. TEAM MEMBERS stay in the same group over a 12 week period. (Minor changes are made when necessary, but by the teacher.)

5. PREPARATION FOR TOURNAMENT:
   a. All students will receive on Monday, a list of approximately ten questions. Any or all of these questions may be used in the Friday Tournament.
   b. Team practice sessions will occur at least twice per week. All team members must be involved in answering the questions in order to be prepared for the Tournament. TEAM MEMBERS HELP EACH OTHER!! (Important days to be present!)

6. PROCEDURE: Competitor Groups are organized on Friday for the Tournament. (Be Present)
   a. As the students enter the class they should note on the overhead group assignments. Students will be assigned at random to each table representing different Teams.
   b. Competitor Group Chairmen will be selected by the teacher and this assignment will be noted on the overhead along with group assignments. The Chairmen should report immediately to the teacher and pick up a packet of materials. (Questions and rating forms.)
   c. Each table Chairman shuffles a deck of six cards (or seven) which were randomly drawn (by the teacher) from the original list of ten questions handed out on Monday. The cards are placed facedown in the middle of the table; each student takes one card.
   d. All students have four minutes to prepare their answers to the question. Students are encouraged to write out their answers.

7. RATING OF PERFORMANCE:
   a. The student who picked the lowest numbered question begins the round of answers.
   b. Before he begins answering, the Chairman hands out copies of the answer and rating sheet (folded and sealed) to the three students who are sitting next to the one answering.
   (Overhead explanation of how to rate.)

PRACTICE SESSION RATING SHEET

Date of Rating:_____
Name of Rater :_____

Rating Scale
4=very good
3=good
2=fair
1=poor

NOTE: 1/3 of total six weeks grade is derived from Tournament scores and Practice Session Ratings.

TEAM 1
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS

TEAM 2
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS

TEAM 3
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS

TEAM 4
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS

TEAM 5
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS

TEAM 6
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS

TEAM 7
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS:

TEAM 8
___informed
___listening
___enthusiastic
___a team effort
___reaching solutions
[ ]Average Score
COMMENTS:

STUDENT RATING SHEET FOR TOURNAMENT

Date_____

DIRECTIONS: Each student being rated must have three (3) other students in the Tournament rating him. He adds together the scores assigned him by each of the three rators to determine his TOTAL SCORE. This TOTAL SCORE is taken back to his TEAM determining a TEAM SCORE:

Answers are provided for each RATER. (Place these answers so that they can't be seen. Keep your rating confidential.) Place the answers back into the envelope after use. Give the BOTTOM HALF on this rating sheet to the person just rated. Place the top half in the MANILA FOLDER on the table.

. . . . . .

TOURNAMENT RATING

ANSWERS (Question No.___)

(See answer sheet)

TEAM REPRESENTED____
NAME OF STUDENT BEING RATED_____

NAME OF STUDENT RATING_____

		Check if Made	Total points
CONCEPT 1 _____	Point value_____	_____	_____
CONCEPT 2 _____	Point value_____	_____	_____
CONCEPT 3 _____	Point value_____	_____	_____

TOTAL ☐

COMMENTS:

. . . . . Tear Here. . . . . .

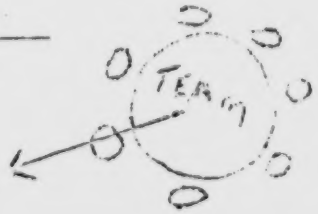
RECORD FOR TEAM AVERAGE

Add together the THREE (3) ratings. ——→ TOTAL SCORE ☐

NAME_____

TEAM NO._____

Record of TOTAL TEAM SCORE ☐



--Keep one of these slips in your notebook for reference.
--Make sure the Chairman of your TEAM records your Tournament Score on the Student Evaluation Sheet.

GUIDE FOR RATING (STS)

1. When all tables have finished competition, all players on a TEAM meet together to calculate the TEAM SCORE. (Bring with you back to the TEAM the bottom halves of your Rating sheets.)

2. The TEAM SCORE is obtained by adding the TOTAL RATINGS of the individual TEAM members and then dividing the TEAM TOTAL by the number of players on the TEAM to obtain the TEAM SCORE.

Example: TEAM I

Player A	Total Rating	(5.5 + 5 + 7) = 17.5		
" B	" "	(4 + 5 + 5) = 14	No. of players	
" C	" "	(6 + 7 + 8) = 21	on Team	14.75-Team
" D	" "	(3 + 3 + 4) = 10		6/ 88.5 -Team
" E	" "	(4 + 4 + 4) = 12		
" F	" "	(5 + 4 + 5) = 14		
	Team Total =	88.5		

TEAM SCORE = 14.75

NOTE: If a team member is absent, he is given a TOTAL RATING of zero and this is added into the team total. The Team Total is always divided by the number of players on a team NOT the number of players present for the given tournament.

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GUIDE FOR SCORING (STW)

1. When all the tables have finished competition, all players on a team meet together to calculate the team score.
2. The first step is to rank the TOTAL RATINGS obtained by each team member. Then each TOTAL RATING is multiplied by its rank to obtain a WEIGHTED TOTAL RATING. Next, the Weighted Total Ratings are added to get a TEAM WEIGHTED TOTAL. Finally, the team weighted total is divided by number of team members to get the TEAM SCORE.

Example:

Player	Total Rating		Rank		Weighted Total Ratings	
A	17.5	X	2	=	35	
B	14	X	4	=	56	45.67
C	21	X	1	=	21	6/ 274.0
D	10	X	6	=	60	
E	12	X	5	=	60	
F	14	X	3	+	42	
					274	

TEAM SCORE = 45.67

NOTE: If two or more players have equal TOTAL RATINGS, assign them ranks in consecutive order (see example for B and F).
If a player(s) is absent he is given a TOTAL RATING of Zero and it is ranked with the other scores to obtain the team weighted total.
(The absent player would receive a 0 with a rank of 6.)

RECORD OF TOURNAMENT RATING SCORES (Student Copy)

CHAIRMEN complete the following and turn in to your teacher:

a. Record all members' names who participated in the Tournament.
b. Place information as requested.

TABLE A B C D E F G H

NAME OF TOURNAMENT PERFORMERS	TEAM REPRESENTED	TOTAL SCORE
Chairman:		

COMMENTS:

. . . . . .

RECORD OF TEAM SCORES (STUDENT COPY)

Chairmen: Write down the names of all the members of your TEAM. Indicate that you are Chairman. Compile all Team members' scores. Be sure to show the TEAM AVERAGE after each Tournament. Indicate the position your TEAM placed.(1st., 2nd, etc.)

PURPOSE: Tournaments run in threes. You will be able to see how each member is performing for each Tournament and also try to determine how you are going to place after three games. (Indicate when a student is absent. This record will aid in determining SELF-EVALUATION grades.

TEAM MEMBERS (TEAM NO.___)	TOURNAMENTS NO. 1	2	3	TOTAL SCORE
TEAM TOTALS				

* PLACING T-1 ___
T-2
T-3